RELATIONSHIPS OF EDUCATIONAL ASSESSMENT AND PSYCHOLOGICAL MEASUREMENTS

Keynote

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The idea of assessment and measurement in education and psychology is as old as the modern disciplines themselves. Educational issues and the measurement of individual assumed abilities have been accompanying the widening of educational access and the introduction of obligatory schooling. The issues have remained the same since the time of Binet and Ebbinghaus. With greater pupil populations the constant issue for the psychologists has remained: are the kids more stupid or are the schools using outdated or somehow unfit methods. Psychological measurement always remained on the individual side. Its main issue was to see the internal structure of abilities and their determinants over the individual life span. This has led to all the reemerging debates about *g* versus multiple intelligences, and the issues of their determining factors, genetics, stable and variable environmental factors and the possibilities of resilience. Though the Galton model underlying these efforts was criticized many times, some surprising new effects also did emerge. The educational optimists may find reasons to be happy in the fact that better environments and schooling in fact do lead to a fuller realization of genetic potentials. At the other temporal end of the scale, several new studies do show that some factors of education do make our mind more resistant to age related dramatic cognitive changes. The education assessment enterprise during the same 100 years has become gradually less and less interested in individual and more interested in global factors. Its interest has become as a sort of replacement of the cult of IQ, the precise study of the short term and long term effects of educational interventions and innovations, and general comparisons of national or regional educational systems. The eternal hope of these efforts is to drive education towards more effective and controllable models. Recently several factors do invite new assessment models and tools. Most important and visible among them are the changes of assessment surfaces (moving from paper towards computer and NET based), the more business based measurement goals (application, cooperation, etc.), and the actual changes in teaching and the knowledge economy, the new distribution of the horizontal and vertical knowledge transfer.